



St Damian's RC Science College: Equality Progress and Impact Report 2017

Overview: 2017

Access Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT																		
<p>i. improvements in access to the curriculum</p>	<ul style="list-style-type: none"> • Appropriate differentiation for all, access to all aspects of curriculum at Key Stage 3 and 4 to reflect inclusive practice. All pupils must have specifically adapted work to meet the requirements of all subjects and GCSE courses they are following. Including specific Fieldwork and visits. • Enrichment Activities. • Curriculum – planning to include all (PE) • Disabled pupils are included in the displays, photo's etc. 	<p>School Headline Measures [Whole Cohort] Measures not comparable with previous years</p> <table border="0"> <tr> <td>Progress 8</td> <td>0.46</td> <td>[Nat. Av -0.03]</td> </tr> <tr> <td>Attainment 8</td> <td>55.8</td> <td>[Nat. Av 44.6]</td> </tr> <tr> <td>Maths & English 9-5</td> <td>62%</td> <td>[Nat. Av 39.60%]</td> </tr> <tr> <td>Maths & English 9-4</td> <td>86%</td> <td>[Nat. Av 63.90%]</td> </tr> <tr> <td>EBacc Grade 5/C or above</td> <td>49%</td> <td>[Nat. Av 19.7%]</td> </tr> <tr> <td>EBacc Grade 4/C or above</td> <td>60%</td> <td>[Nat. Av 23.80%]</td> </tr> </table> <p>SEN Progress [11 pupils]</p> <ul style="list-style-type: none"> • Progress 8 -0.03 [compared with Nat Av for SEN pupils -0.59] • SEN had positive residuals in the Mathematics element & the Open element • SEN performance in the Vocational subjects was strong. <p>PP Progress [48 pupils]</p> <ul style="list-style-type: none"> • Progress 8 – 0.4 significantly positive • Highest performing school in Tameside for Pupil Premium • PP had positive P8 residuals in the Mathematics & English elements, the EBacc element & the Open element • Progress 8 -0.04 [compared with Nat Av for SEN pupils -0.38] • SEN had positive residuals in the Mathematics element & the Open element • SEN performance in the Vocational subjects was strong.] <p>Key Stage 3, Pupils continued to experience a wide variety of different experiences both in and out of the classroom, including field visits in all curricular areas. All pupils were able to attend Field Trips, regardless of disability including Geography, Science, English & Duke of Edinburgh</p> <p>Religious Education for all pupils includes (different faiths and</p>	Progress 8	0.46	[Nat. Av -0.03]	Attainment 8	55.8	[Nat. Av 44.6]	Maths & English 9-5	62%	[Nat. Av 39.60%]	Maths & English 9-4	86%	[Nat. Av 63.90%]	EBacc Grade 5/C or above	49%	[Nat. Av 19.7%]	EBacc Grade 4/C or above	60%	[Nat. Av 23.80%]
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		<p>learning about the UK as a multi faith society, sexism and equal rights)</p> <p>PE, rewarded at Celebration Evening, showed a wide diversity of skill and subject discipline, including specialist sport accolades for all.</p> <p>Pupil Premium Pupils in Year 7, were encouraged to learn how to play a musical instrument.</p> <p>321, Students have accessed support with their Health and Well - being, through a variety of internal and external services, including, Groundwork, Young Minds, Off the Record, You Think, Bridges, Health Mentor and School Nurse. This has increased by 100 students from the previous year. St Damian's supports pupils with two full time Student Support Officers.</p> <p>24 Young Carers attended our club this year and St Damian's achieved the Silver Award.</p> <p>A parents Health and well Being Evening attracted over 30 parents and was received supportively by parents. Topics Covered included, Mental Health, Keeping your child safe on the Internet, Alcohol and drug abuse by young people.</p> <p>All Year 10/11 received leaflets on coping with exam stress and were offered additional counselling.</p> <p>Leaflets to support parents with a wide variety of concerns have been distributed at all Parent's evenings.</p> <p>Youth in Mind continued to support the school with weekly visits that enabled pupils from all year groups access to specialised counselling services.</p> <p>Anti- Bullying and LGBT ambassadors, clearly understand their roles and promote inclusive practice.</p>
<p>ii. physical improvements to increase access to education and associated services</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Access is available to all.

<p>iii. improvements in the provision of information in a range of formats for disabled pupils</p>	<ul style="list-style-type: none"> • Computer monitors and Key boards for visually impaired children. • Alternative formats of information for parents ie leaflets • Provision for deaf and/or blind parents • Reception duties – include disabled pupils 	<ul style="list-style-type: none"> • EHCP Plans are successfully followed and have made great improvements this year to the quality and care of pupils. Translators have been used for all parent’s evenings, at additional parent’s evenings, SEN meetings and transition. • All pupils have completed reception duties in Year 8. • Range of visits and specific days to enhance pupils and staff’s opportunities to experience other cultures included, CARITAS DAY.
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Community Cohesion Plan	Actions (focused on outcomes rather than processes)	PROGRESS AND IMPACT
<p>i. teaching, learning and the curriculum</p>	<ul style="list-style-type: none"> • All our staff to promote an inclusive and collaborative ethos in their work. • Challenge and deal with any prejudice related incidents what occur • To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural part of school e.g. Polish. 	<ul style="list-style-type: none"> • Lesson observations and work scrutiny demonstrate inclusive practice in lessons. • Governor monitored continued low practice. 2017 4 cases were investigated and resulted in perpetrators receiving fixed term exclusions. Victims supported, and perpetrators sanctioned. • Assembly file shows wide delivery of multi-cultural activities. • SMSC promoted across the curriculum, Caritas day • PSHE Delivered to all year groups across the broad spectrum of Social and Emotional, developing relationships, Careers and Aspirations, Finance, Environmental awareness and Right’s and Responsibilities.
<p>ii. equity between groups in school, where appropriate</p>	<ul style="list-style-type: none"> • Ensure that monitoring informs the need for intervention • Same opportunities • Attendance and attainment 	<p>PP Progress [48 pupils]</p> <ul style="list-style-type: none"> • Progress 8 – 0.4 significantly positive • Highest performing school in Tameside for Pupil Premium • PP had positive P8 residuals in the Mathematics & English elements, the EBacc element & the Open element • Progress 8 -0.04 [compared with Nat Av for SEN pupils -0.38] • SEN had positive residuals in the Mathematics element & the Open element • SEN performance in the Vocational subjects was strong.]
<p>iii. engagement with people from different backgrounds, including extended services</p>	<ul style="list-style-type: none"> • 5% of our pupils • All information to be available in preferred language– if required • Students to experience other cultures ie through visits 	<ul style="list-style-type: none"> • All pupils and parents have access to the preferred language. Tameside policy encourages access to information in English and translation as required. • Range of visits and specific days to enhance pupils and staff’s opportunities to experience other cultures included, Holocaust day, CARITAS, Ramadan.